**CROSSWALK: CA WORLD LANGUAGE CONTENT STANDARDS K-12 / ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING**

* ACTFL 5 C’s and California Content Standards are reflective of each other and contain many of the same elements.
* ACTFL 5 C’s are for teacher planning; California Content Standards are for students (what they know and do and how they can be assessed).
* ACTFL 5 C’s were developed several years before the CA Standards; California did not adopt the 5 C’s, but wrote and adopted the California Standards in 2009 with impetus and support of CLTA. (CLTA initiated and supported SB5, Betty Karnett.)
* The California Standards were written by members of the professional community of world language educators.
* **Stage** refers to development of language and cultural proficiency; **Level** refers to year in a program .
* Individual students will probably be in different **Stages** for listening, speaking, reading, writing, and culture.
* A **Stage** must be continuously sustained for a student to be classified as being at that proficiency.

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| **CALIFORNIA WORLD LANGUAGE CONTENT STANDARDS K-12** | **ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING: Preparing for the 21st Century** |
| C Content information, recognize distinctive viewpoints, further knowledge of other disciplines)   * Stage 1 **elements of daily life** * Stage 2 **topics related to self and the immediate environment** * Stage 3 **concrete and factual topics related to the immediate and external environment** * Stage 4 complex, concrete, factual **and abstract** topics related to immediate and external environment | Connections   * Reinforce and further knowledge of other disciplines through the foreign language * Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures |
| C Communication Use language to engage in oral, written, or signed conversations; interpret written, spoken or signed language; present to an audience of listeners, readers or ASL viewers. (Active verbs under *Functions* help in writing learning objectives.)   * *Stage 1* **formulaic** (learned words, learned signs, learned phrases) * *Stage 1 Functions* * **List, name, identify, enumerate** * **Identify learned words, signs, phrases** in authentic texts * **Reproduce and present** written, or or signed product in culturally authentic way * Stage 2 **created** (sentences and strings of sentences) * *Stage 2 Functions* * **Initiate, participate in, and close** a conversation; **ask and answer questions** * Demonstrate **understanding of general meaning, key ideas, some details** in authentic texts * **Produce and present simple written, oral, or signed product** in a culturally authentic way * Stage 3 **planned** (paragraphs and strings of paragraphs) * *Stage 3 Functions* * **Describe, narrate, explain, and state an opinion** * Demonstrate understanding of the **main idea and key details in authentic text**s * Stage 4 **extended** (coherent and cohesive multiparagraph) * *Stage 4 Functions* * **Discuss, compare and contrast, support an opinion; persuade** * Demonstrate understanding of **main ideas and most details** in authentic texts * **Produce and present complex written, oral, or signed product** in culturally authenic way | Communication   * Interpersonal (face-to-face, one-on-one or groups, internet, conversations, phone, text messaging, etc., exchanging information) * Interpretive (reading, viewing, taking in information) * Presentational (to an audience, little or no immediate exchange of information) |
| Cultures   * Stage 1 * Respond to rehearsed cultural situations * Associate produce, practices, perspectives with target culture * Recognize similarities and differences in target cultures and between students’ own cultures * Identify cultural borrowings * Stage 2 * Choose appropriate response to variety of situations * Demonstrate understanding of roles that products, practices, perspectives play in the culture * State similarities and differences in the targets cultures and between students’ own cultures * State reasons for cultural borrowings * Stage 3 * Determine appropriate responses to situations with complications * Use products, practices, and perspectives in culturally appropriate ways * Describe how products and practices change when cultures come in contact * Stage 4 * Improvise appropriate responses to unpredictable situations * Demonstrate culturally appropriate use of products, practices, and perspectives to others * Explain similarities and differences in target cultures and between students’ own cultures * Explain changes in perspectives when cultures come in contact | Cultures   * Products (books, opera, recipes, music, furniture, folklore, type of clothing, etc.) * Practices (personal space, family organization, spiritual or community rituals, organization of meals, how and when clothing is worn, etc.) * Perspectives (beliefs, often subconscious through which other cultures and one’s own culture are viewed)   Connections   * Reinforce and further knowledge of other disciplines through the foreign language * Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures   Comparisons   * Nature of language through comparisons of the language studied on their own * Culture through comparisons of the culture studied and their own |
| Structures   * Stage 1 * Use **orthography, phonology**, or ASL parameters to **understand** **words, signs, and phrases in context** * Use **orthography, phonology**, or ASL parameters to **produce words or signs, and phrases in context** * **Identify similarities and differences** in **orthography, phonology**, or ASL parameters of the **languages the students know** * Stage 2 * Use **sentence-level** elements (morphology or syntax or both) to **understand concrete and factual topics** * Use **sentence-level to produce informal communication**s * **Identify similarities and differences in sentence-level elements** of the **languages students know** * Stage 3 * Use **knowledge of text structure** to **understand** **topics related to the external environment** * Use **paragraph-level discourse** to **produce formal communications** * **Identify similarities and differences in the paragraph-level discourse** of the **languages the students know** * Stage 4 * Use **knowledge of extended discourse** to **understand abstract and academic topics** * Use **extended discourse** to **produce formal communications** * **Identify similarities and differences in the extended discourse** of the **languages the students know** | Comparisons   * Nature of language through comparisons of the language studied on their own * Culture through comparisons of the culture studied and their own |
| Settings   * Stage 1 * Highly predictable daily setting * Recognize age-appropriate cultural or language use outside the classroom * Stage 2 * Interpersonal settings * Participate in age-appropriate … * Stage 3 * Informal and some formal settings * Initiate age-appropriate … * Stage 4 * Informal and formal settings * Sustain age-appropriate … | Communities   * Language both within and beyond the school setting * Life-long learning by using the language for personal enjoyment and enrichment |

NOTE: These are just some of the ways the two documents can be compared. The reader may see other connections that are useful in designing a lesson.